



# VALUE EDUCATION: NEED OF HOUR

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## ABSTRACT

Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values are those qualities that should be imbibed in all to enhance development of personality. Those qualities should be upgraded in all respects. Education is the tool to imbibe values in all students. So therefore these should be inculcated in students from the very tender age. Values could be inculcate as a integrated form with school subjects or as a separate subject. Value education covers the entire domains of learning the cognitive, affective and psychomotor. In this paper we are trying to discuss the importance of values in Education and the various methods and techniques to enhance values in students.

### What is Values?

In the words of John Dewey, "the value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else. Values are regarded desirable, important and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person's character by occupying a central place in his life. Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. People, especially the young, are confused about their values and value system.

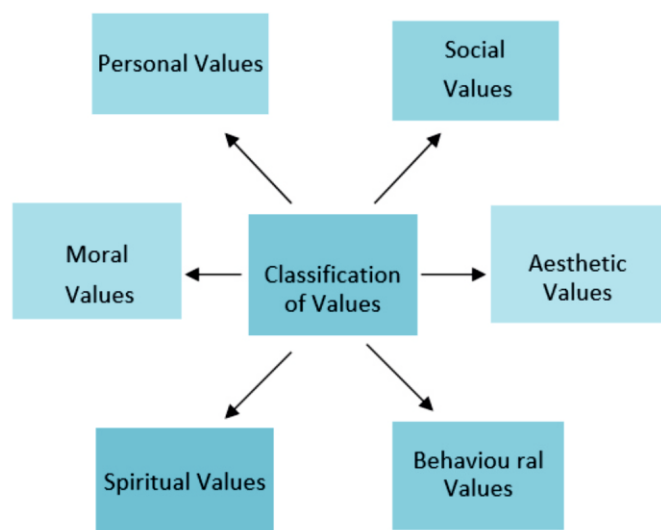
They are facing value conflicts and dilemmas. Many young people openly reject some of the traditional values and question dogmatic beliefs held sacred for centuries.

### What is Value Education?

Value education means inculcating in the children a sense of humanism. A deep concern for the well-being of others and the nation. Through value education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept respect the attitude and behavior of those who differ from us. Value education does not mean value imposition or indoctrination.

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened man and in li

### How are Values Classified?



### Need of Value Education

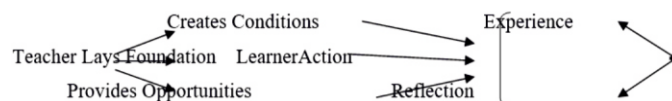
We are creating generation of youth who are neither Indian nor Western, with the result that they find themselves caught in a dilemma. We are building a purely economic society which seeks security in money and not in concern for social har-

mony and social well-being. Wherever we go we hear people talking of corruption. This has become so widespread that it is at the root of many other evils like injustice, exploitation and violence. We prevent all these thing through value education.

### How are Values Inculcated?

The inculcation of values is by no means a simple matter. There is no magic formula. Technique or strategy for this is not a time-bond affair. It is life long quest. In inculcating values, all human faculties such as head, heart and hand should play a role. Thus value education covers the entire domains of learning the cognitive, affective and psychomotor.

Inculcation of values is influenced by a complex net work of environmental factors such as home, school, peer group, community, the media and society at large. Home takes the highest position in the hierarchy followed by school. As the home, so the society and within the home, as the parents so the children, and within the school, as the teacher, so they taught, are common saying. In the pursuit and promotion of values, the teacher has the most vital role to play. It is the teacher who is the guide, friend and philosopher and the first interaction of children, after the parents, is with teacher.



Value education can be achieved directly, indirectly or incidentally. Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. Indirectly, value inculcation cab imparted through the regular subjects of curriculum and co-curricular activities. Incidental value inculcation can be given through events and incidents related to good values occurring around is thus relating value inculcation t concrete situation.

### Approaches of Value Education?

#### 1. Integrating Values with subject Areas and Educational Programmes :

Values could be integrated properly with different subject areas and educational Programmes. Through physical education emphasis on health, strength, agility, grace and beauty can be laid. Through sports, the qualities of courage, hardihood, energetic action, initiative, steadiness of will, rapid decision and action, the perception of what is to be done in an emergency sportsmanship, leadership etc., can be developed.

Likewise, work experience which now constitutes one of the areas of core-curriculum, will help in perfecting skills, utilizing materials, tools and processes of works and will promote spirit of 'love of work' and dignity of labor, more so, in a social setting. Responsibility towards and identification with the community can be aroused and awakened by organizing work experience activities in social settings.

In fact, with the help of all educational Programmes and subjects of study , values can be included with ease in a natural setting.

#### 2. Value Education as Separate Curriculum :

People say that 'values cannot be taught but caught'. Against this belief educationists strongly advocate that values could be taught with sufficient care and caution. The NCERT in its publication "Documents on Social, Moral and Spiritual Values in Education" (1979, p. 56) has drawn up 84 values to be incul-

cated through education, all these 84 values are subsumed in the three categories of values. They are: social, ethical and spiritual values. A lot of exercise is required for dividing the values to be imparted at pre-primary, primary, secondary, collegiate and university levels. A lot of literature is available on which values have to teach at different levels.

### The Sources of Value Education

Given the broad, comprehensive nature of the value education enterprise and its inseparable connection with any educational activity, it is obvious that sources of value education can be as rich, varied and diverse as the sources of education can be as rich, varied and diverse as the sources of education itself. For example, curriculum (both overt and hidden), co-curriculum, school tone and the teacher can all significantly contribute in their own ways to different objective of value education.

Curriculum function as an important source of value education in more ways than one. Firstly, the different course or subject of study - science, history, mathematics, for example seek to provide us knowledge and understanding, values which we all prize of the different aspects of the reality we live in. Secondly, in the very act or process of acquiring knowledge, that is in the process of learning the different curricular subject one comes to imbibe certain values, habits of thought, qualities of mind that are constitutive of that particular knowledge field. Science, for eg., strengthens the commitment to free inquiry and the quest for truth as one's highest duty and obligation. Mathematics, similarly, is associated with such values and qualities of mind as logical thinking, order, elegance, neatness and precision. It is for this reason that the objectives of teaching of the different school subject also include the development of attitude, appreciation, interests, values as are appropriate to the subject.

The range and quality of value education outcomes of co-curricular activities depends upon several factors; the nature and duration of the activity, its organization and the extent of student participation and so on. Student self government in schools, the various clubs and associations organized around special interests, NCC, NSS, Boy Scouts and Girl Guides, Red Cross, excursions and field visits, social service and working-with-the community activities, sport and games, literary and cultural activities – all provide opportunities for boys and girls to come together in the pursuit of common goals and ideals. Apart from developing their creativity and distinctive intellectual, social and cultural interests, students learn the values of democratic group living, responsibility, cooperation and such other values when they participate in these activities. Further these activities provide experience in learning values through actual living.

The 'atmosphere' of the school has a much wider connotation than the physical location of the school and its surroundings although these factors are extremely important. The school atmosphere may be described as the sum total of the influences generated by it, its setting, its traditions and ideals, the teachers, pupils and parents, in a word, the overall ethos of the school. Where high ideals guide the working of the school, where teachers work with a sense of dedication, where there is mutual respect, affection and love among all concerned - students, parents, teachers and the community, values are induced in the children in a natural way. But one should note that such an atmosphere is built up over a period of time and is the result of the cooperative and collective effort of students, teachers and parents.

### Strategies of Value Education

1. First way of teaching values is by verbal communication. This is suitable method for inculcation intellectual values rather than aesthetic, ethical and religious values.
2. Demonstration is the second method of teaching values. This method is more apt to teach ethical and aesthetic values.
3. Imitation is the third method of teaching values. Children learn values through imitation of exemplary behavior of teachers.
4. Values can be taught by a method of evaluation where children are guided by reward and punishment; approval and disapproval intellectual esthetic and ethical values can best be taught in this method.
5. Participation is the other method of teaching values where teacher and pupil enact various roles. This method is useful in including ethical values.
6. Finally, values can be inculcated through the method of discussion. In this method of discussion both teacher and children discuss the worth of a value.

### Conclusion

Therefore we conclude that values should be upgraded in all aspects. Education is the tool to develop values and in classrooms also these should be developed using various methods and techniques. Values can be inculcated through the method of discussion, imitation, verbal communication, demonstration etc. Value education can be achieved directly, indirectly or incidentally. Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. Indirectly, value inculcation can be imparted through the regular subjects of curriculum and co-curricular activities. Incidental value inculcation can

be given through events and incidents related to good values occurring around is thus relating value inculcation concrete situation.

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